



The Working Conditions of Teachers in Low- and Middle-Income Countries

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Teachers are important



Teacher effects estimates are substantial in a range of contexts



Teacher knowledge matters



Teacher behavior matters

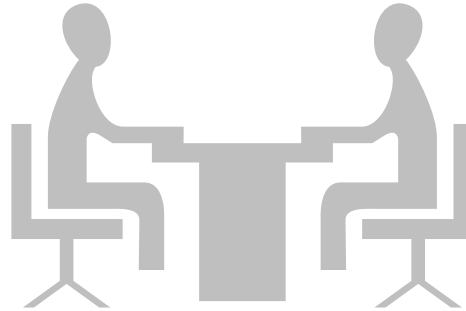


Even the most effective interventions not labeled as teacher interventions are often delivered via teachers

Teachers are often pointed to as the problem

Service
Delivery
Indicators (SDI)

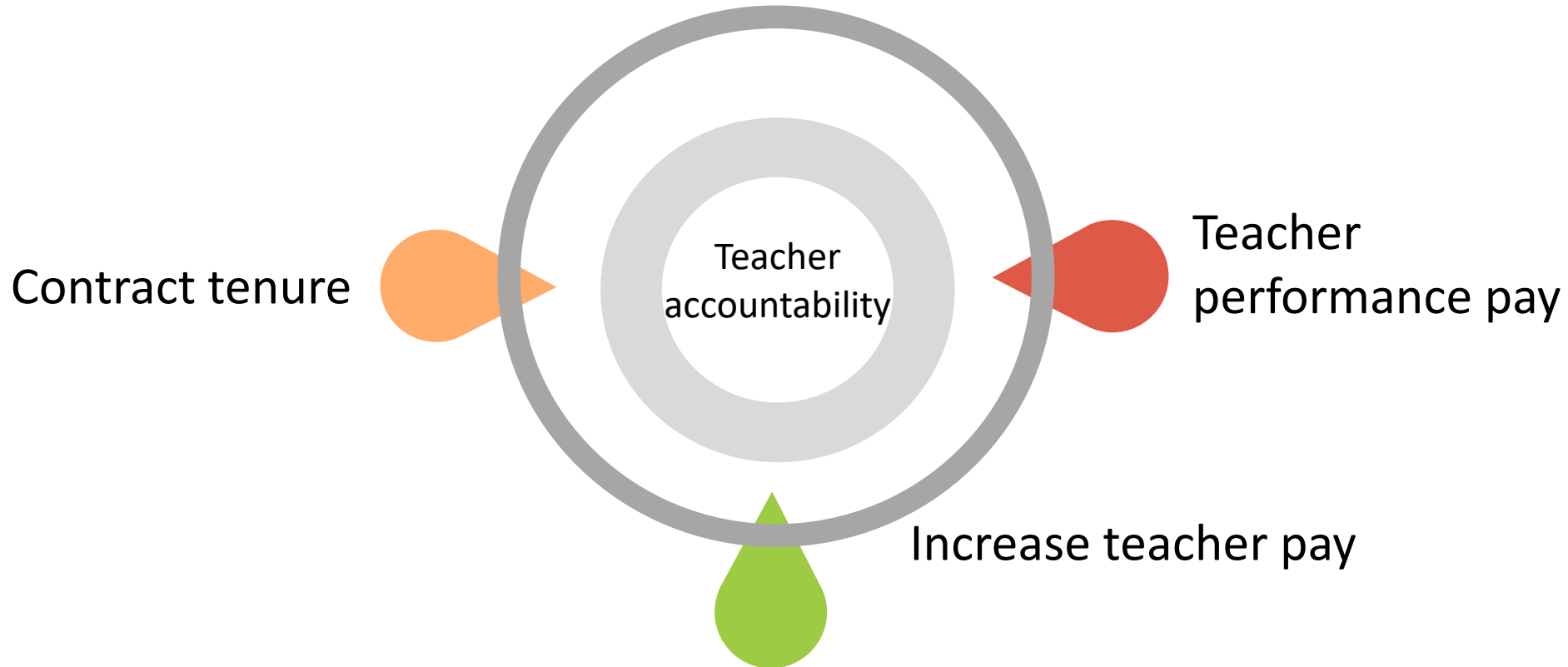
- High absenteeism
- Little instructional time
- Insufficient mastery of content knowledge



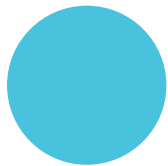
Teacher salary as
the single largest
budget item

As civil service employees, many teachers enjoy relatively high pay and generous benefits

There are constant calls for increased accountability for teachers



But why do teachers not perform?



What do teachers say?

- Low job satisfaction
- Low pay – strikes
- High attrition
- Poor living and working conditions
- Lack of professional incentives, implicit and explicit




Very little large-scale quantitative data on this topic

- TALIS for OECD countries
- SABER teachers – policy assessment

What do we know?



This paper

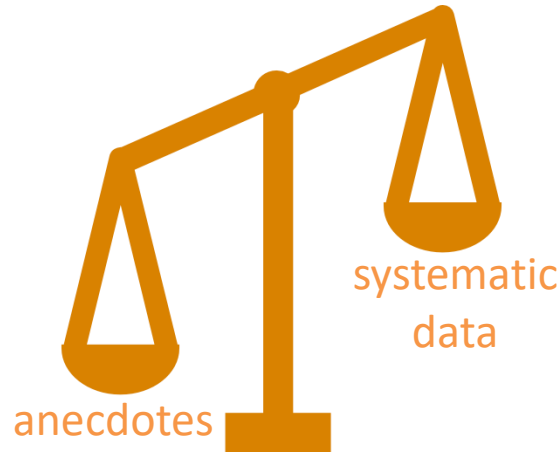
-  Characterizes the working conditions of teachers to provide context to the failures of teacher performance
-  Brings into one place evidence from a wide array of smaller scale quantitative and qualitative sources
-  A starting point to fill another dimension of policy debates around teachers

This paper

The objective is not to justify poor performance on the part of teachers, but to recognize that poor performance is often the product of a system which may include poor working conditions

Search Strategy and Method

- No SDI for teacher working conditions but a LOT of anecdotes.
- We did searches on Google, Google Scholar, major journals.

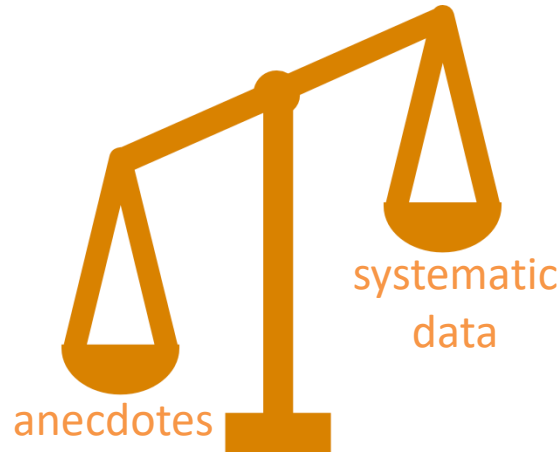


- Books, journal articles and references from them
- Reports
- Public Expenditure Reviews (PER) and Public Expenditure Tracking Surveys (PETS)

“teacher motivation”+ “teacher job satisfaction”+ “teacher working conditions” + “teacher living conditions” + “developing countries” + “country name”

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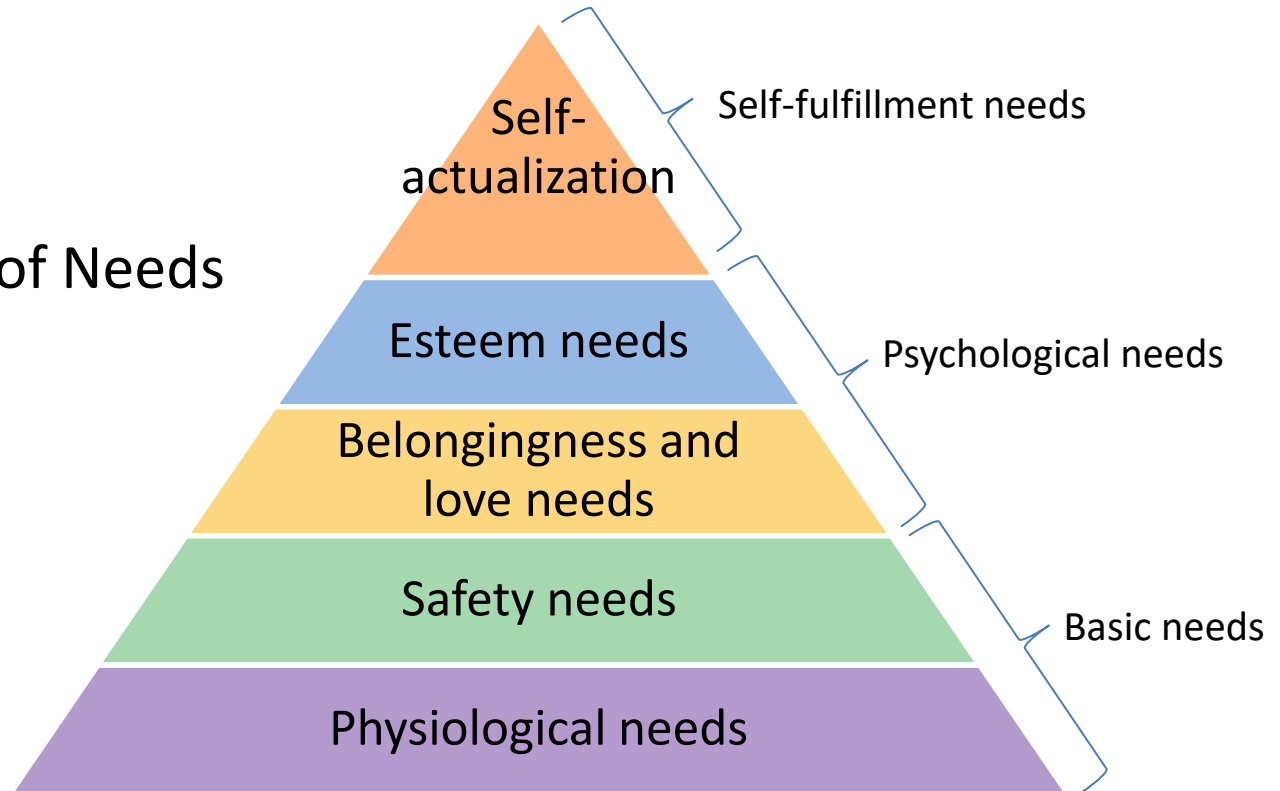


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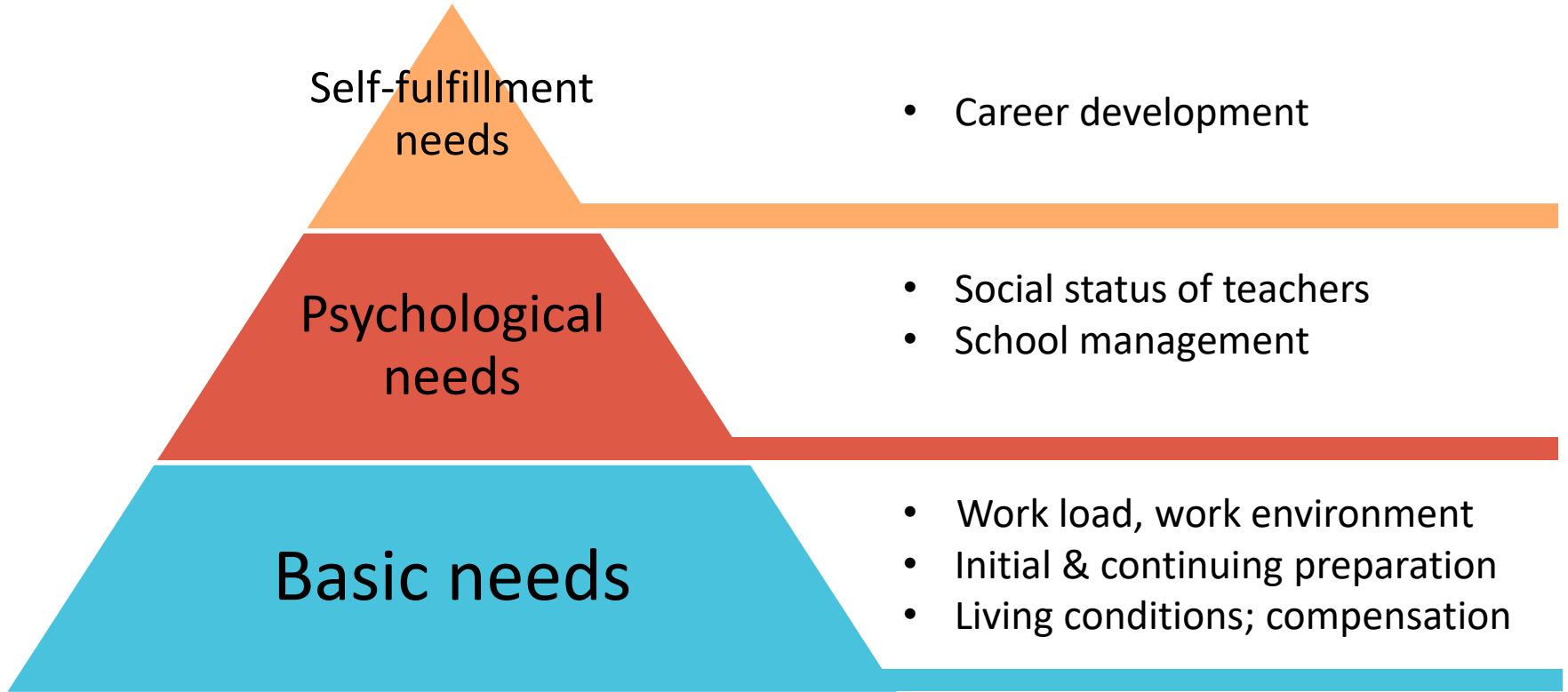
In the absence of systematic data, we bring a wide range of small-scale surveys and qualitative data to substantiate anecdotes rooted in reality.

What do humans need?

Maslow's Hierarchy of Needs



What do teachers need?



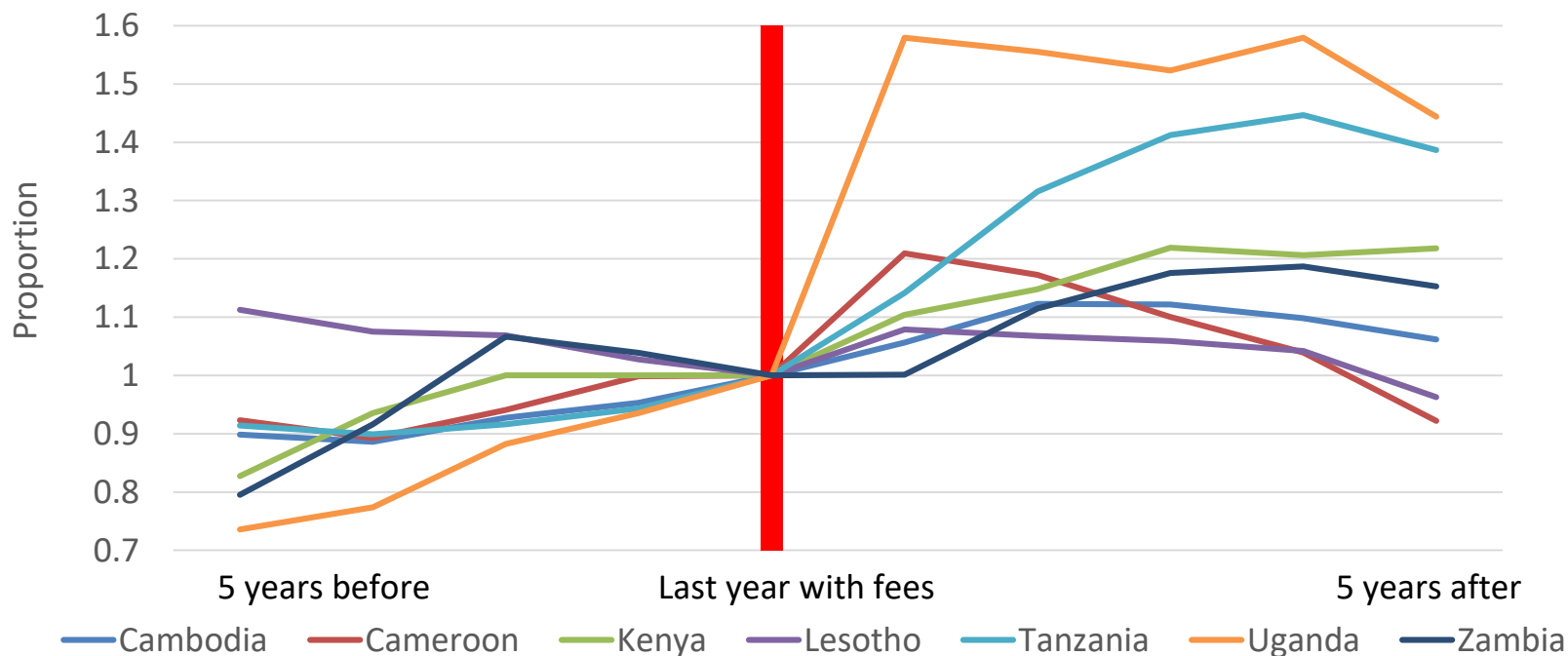


Basic needs

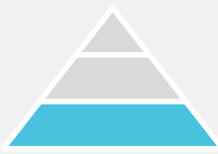
Work load



Pupil to Teacher Ratio (PTR) in the years after the implementation of Free Primary Education compared to that in the last year with fees



Besides teaching



Teachers often assume other activities and duties

Extra
curricular

Parental
association

Paperwork

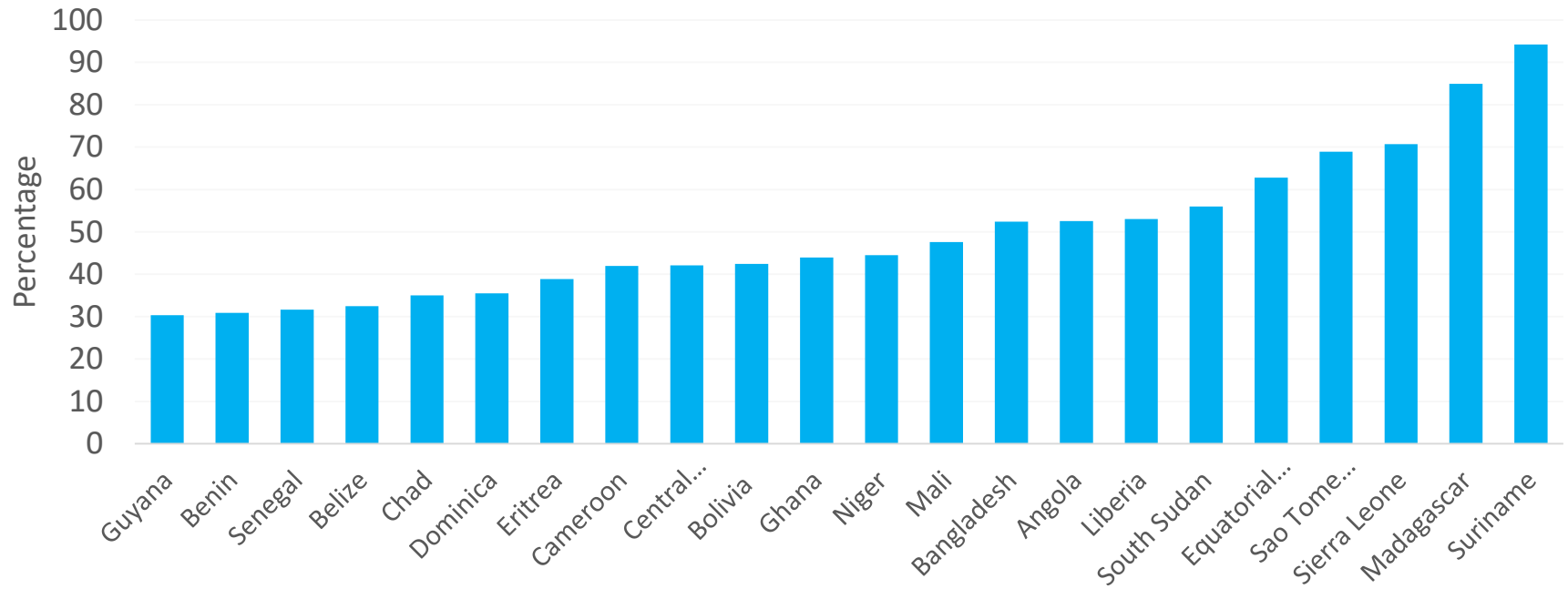
Collect
census
data

Construction
work

Initial preparation



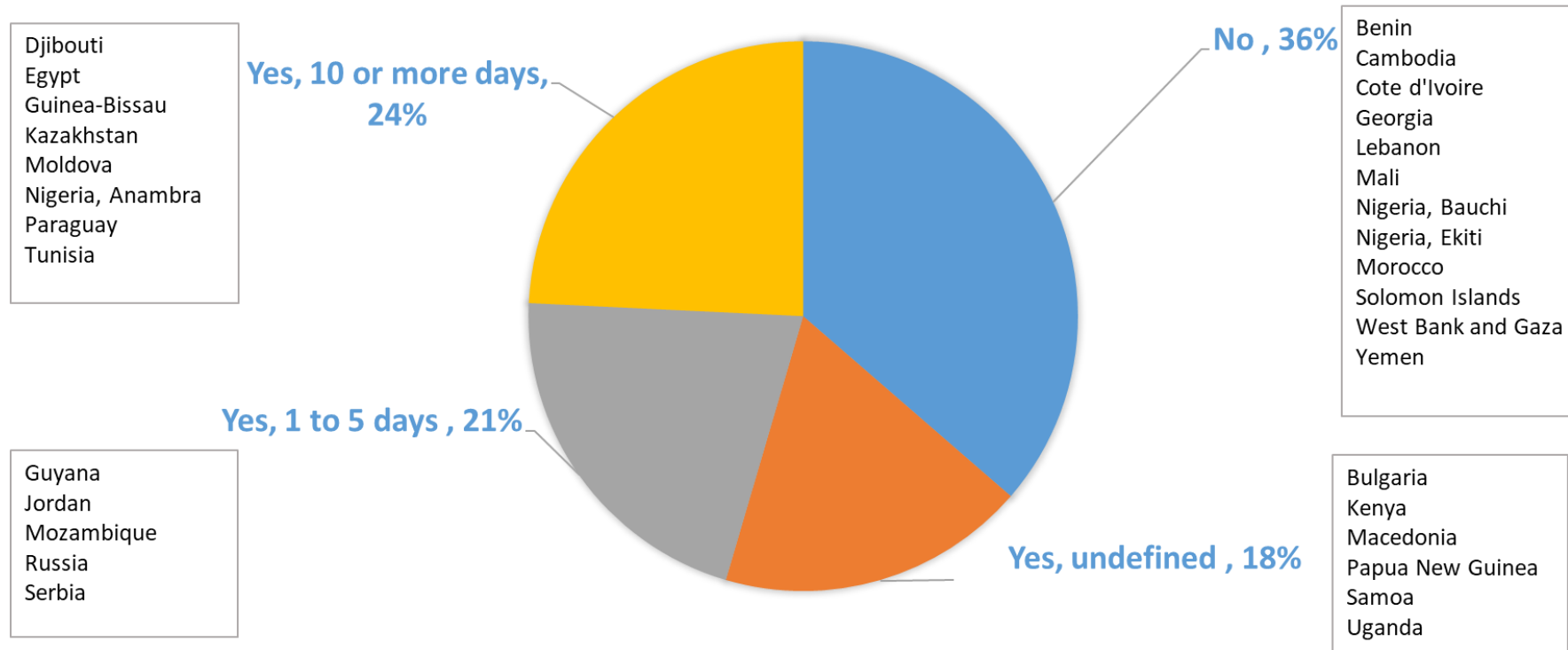
Percentage of untrained teachers in primary education



Getting Better: Professional Development



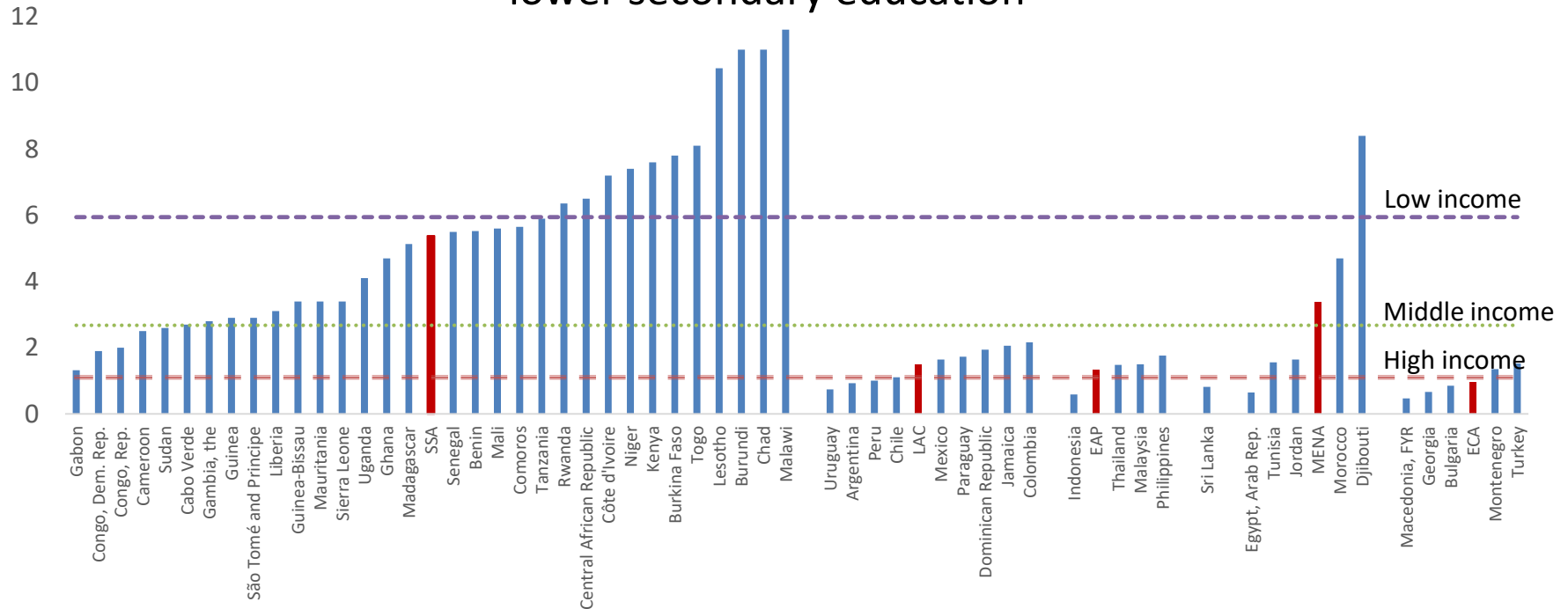
ARE TEACHERS REQUIRED TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT?



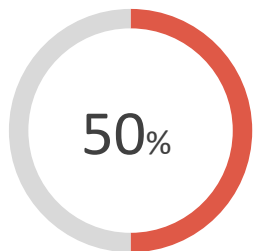
Teacher pay



Teachers' salaries as a percentage of GDP per capita,
lower secondary education

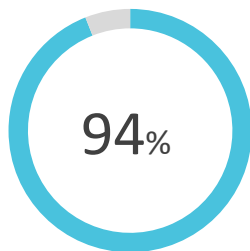


Relatively high pay masks poor living conditions



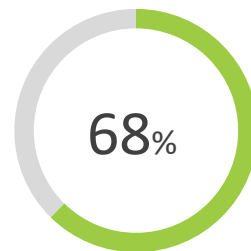
Went to work hungry

Teachers in Lesotho, Zambia, Sierra Leone



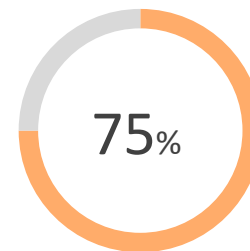
Needed to make extra money

Teachers in Ilala, Tanzania and 31% failed to prepare their lessons



Took other jobs

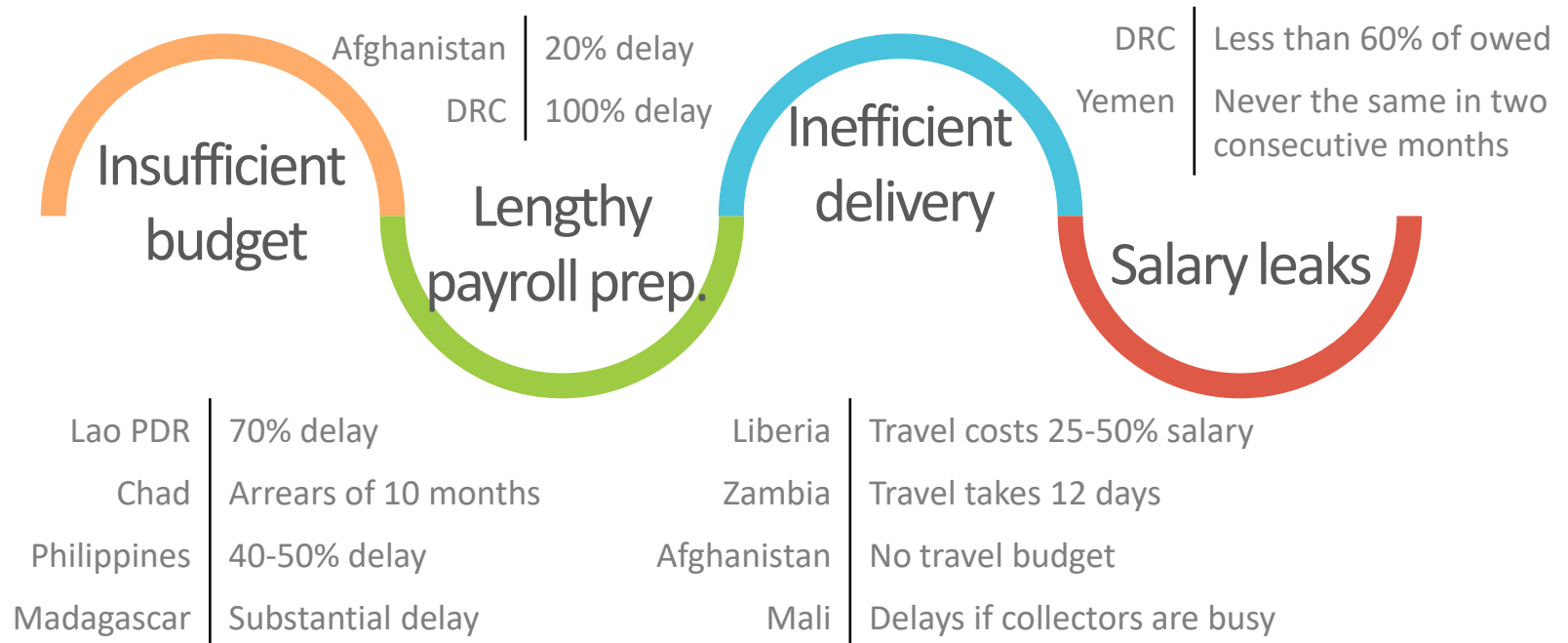
Primary teachers in Cambodia; also in Uganda



Wanted to work more

Principals in Tajikistan reported that teachers wanted to increase their salary

Delays and leaks in teacher salary payment





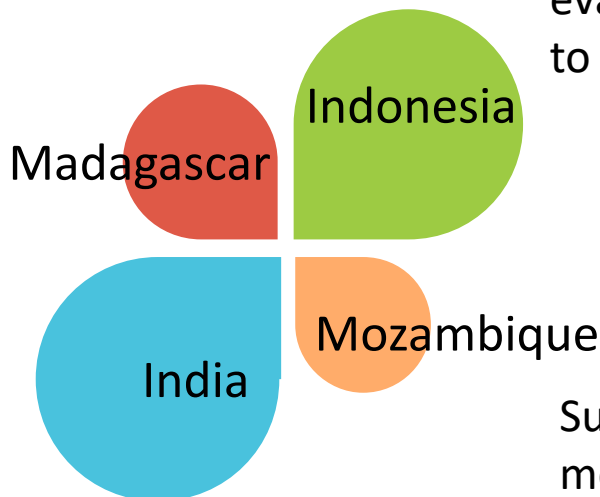
Psychological needs

School management



Less than 20% of schools principals checked whether teachers met curricular objectives.

“Efforts of teachers are not appreciated, supported or even abused by officials”



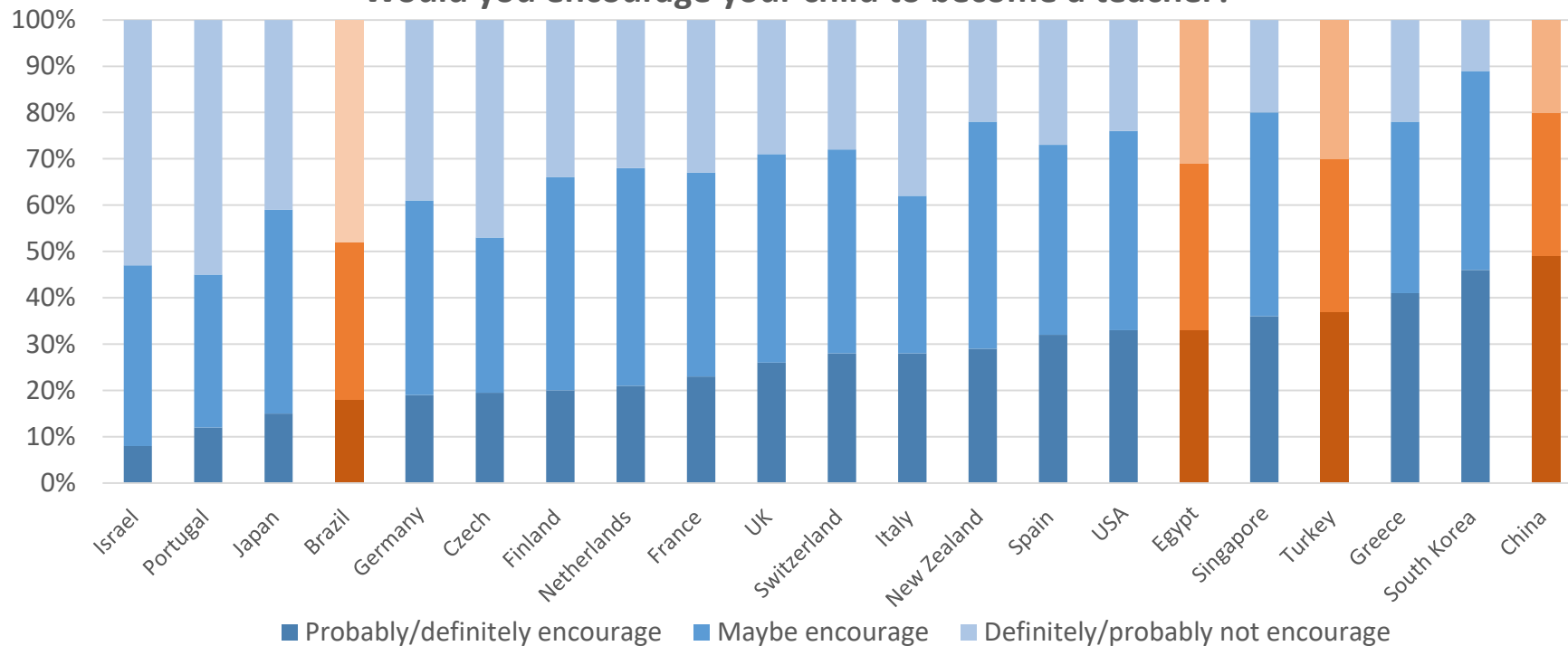
89% of Indonesian teachers indicated that regular teacher evaluation would motivate them to perform better

Supervision and support mechanisms (for teaching) are infrequent, especially in remote schools and lack of focus

Social status of teachers



Would you encourage your child to become a teacher?



Social status: employment of last resort?



73% of teachers in rural schools in Ghana did not feel that they were respected in their community.

Teachers in Tanzania concurred that they did not have the respect that educators had in the past.



In Andhra Pradesh, India, teachers agreed uniformly that there has been a considerable decline in their social status over the years.

Take-aways

- We should expect a lot from teachers (accountability) but also provide them the support and working conditions in line with those expectations.
- Understanding teachers' needs are crucial to keep them motivated and deliver learning
- More systematic data are needed to picture the real living and working conditions of teachers in developing countries



Thank you

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